

2006 – 2007 ON-SITE REVIEW PROTOCOL

No CHILD LEFT BEHIND (NCLB) PROGRAMS

The ADE Review Team will complete this document as a record of the On-Site Review of NCLB programs. It details the findings of the Review Team regarding the key focus areas identified in this protocol. If any areas are found to be in partial compliance or out of compliance, a Compliance Activities Worksheet will be developed so that the local educational agency (LEA) can bring its programs into compliance. Upon completion of all outstanding items, this document becomes part of the LEA file maintained by the ADE.

LEA NAME:	
DATE OF VISIT:	
ADE TEAM MEMBERS:	
LEA TEAM MEMBERS:	

INSTRUCTIONS FOR COMPLETING THE NCLB ON-SITE REVIEW PROTOCOL

The ADE monitoring team will do the following:

1. Review procedures for the on-site monitoring.
2. Interview the local educational agency (LEA) NCLB staff using the suggested questions.
3. Review the evidence of compliance.
4. Determine if the LEA is in compliance by comparing the answers provided by the LEA staff to the expected responses and by evaluating the evidence. If additional information is needed before determining the compliance status, probe further by asking more specific questions or by requesting to see more specific evidence.
5. Check all the applicable boxes for each expected response and indicate the compliance status for each item listed on the protocol by circling one of the following:
 - I** for in compliance,
 - P** for partial compliance,
 - O** for out of compliance, or
 - NA** for not applicable.
6. Assess the overall compliance of each section of the protocol based upon the team's determination of compliance of each of the items in the section. Under Reviewer's Assessment, check the in compliance, partial compliance, non-compliance, not applicable or technical assistance required box.
7. Develop in conjunction with the LEA staff, a Compliance Activities Worksheet for each section marked in partial compliance or non-compliance.
8. For serious non-compliant items with fiscal impact assign a 30-day completion date on the Compliance Activities Worksheet.
9. Follow-up with the LEA to ensure all 30-day compliance activities have been completed and that other compliance activities have been completed within one school year after the on-site review.

All citations for sections of the law refer to the *No Child Left Behind Act of 2001* (NCLB).
The complete text of the law is available at www.ed.gov/legislation/ESEA02/

Section 1112 – LEA Consolidated Plan

The LEA will develop/has developed a plan that describes student needs; measurable academic and non-academic goals; resources for meeting these goals; parent involvement requirements; support for instruction; professional development plans; strategies to coordinate with other districts, schools, agencies and groups; and accountability and assessment information.

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE
<p>In what ways were parents involved in developing and/or updating the NCLB Consolidated Plan?</p>	<p>(1112.1) I P O NA The LEA utilized a planning team including parents of Title I students to complete an NCLB Final Consolidated plan and/or update.</p> <p><input type="checkbox"/> An approved NCLB Final Consolidated Plan</p> <p><input type="checkbox"/> A submitted or approved update of the NCLB Consolidated Plan</p> <p><input type="checkbox"/> Evidence of parental involvement e.g.;</p> <ul style="list-style-type: none"> <input type="checkbox"/> Minutes of meetings <input type="checkbox"/> Sign-in sheets <input type="checkbox"/> Agendas <input type="checkbox"/> Work groups <input type="checkbox"/> Other _____
<p>What data is the LEA using to make decisions about effective programs and use of NCLB funds to improve student achievement and the quality of its staff?</p>	<p>(1112.2) I P O NA The LEA completed a comprehensive needs assessment</p> <p><input type="checkbox"/> LEA Needs Assessment which includes the following:</p> <p>Student achievement data</p> <ul style="list-style-type: none"> <input type="checkbox"/> AIMS <input type="checkbox"/> Terra Nova <input type="checkbox"/> LEA assessment <input type="checkbox"/> Other _____ <p>Surveys</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parent <input type="checkbox"/> Staff <input type="checkbox"/> Other _____

Section 1112 – LEA Consolidated Plan continued

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE
<p>What procedures are in place for the annual revision of the NCLB Consolidated Plan?</p> <p>Evidence may include the following:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Minutes of meetings </div> <div style="width: 50%;"> <input type="checkbox"/> Agendas </div> <div style="width: 50%;"> <input type="checkbox"/> Sign-in sheets </div> <div style="width: 50%;"> <input type="checkbox"/> Work groups </div> <div style="width: 100%;"> <input type="checkbox"/> Other _____ </div> <div style="width: 100%;"> <input type="checkbox"/> Date Evaluated _____ </div> </div>	<p>(1112.3) I P O NA</p> <p>The LEA evaluation of the NCLB Final Consolidated Plan was conducted annually and includes all of the following:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Conducted by planning team including parents </div> <div style="width: 50%;"> <input type="checkbox"/> Progress towards goals </div> <div style="width: 50%;"> <input type="checkbox"/> Effectiveness of P.D. plan </div> <div style="width: 50%;"> <input type="checkbox"/> Analysis of student data </div> <div style="width: 50%;"> <input type="checkbox"/> Review of NCLB programs </div> <div style="width: 50%;"> <input type="checkbox"/> Parent Involvement Policy </div> <div style="width: 50%;"> <input type="checkbox"/> Review of private school services </div> </div>

Comments:

SUMMARY OF COMPLIANCE
<p>Reviewers' Assessment:</p> <input type="checkbox"/> In Compliance <input type="checkbox"/> Partial Compliance – Compliance Activities <input type="checkbox"/> Non-compliance – Compliance Activities <input type="checkbox"/> Technical assistance required

Section 1114 – Schoolwide (SW) Programs

An LEA may consolidate and use federal, state, and local funds in order to upgrade the entire educational program of a school that serves an eligible school attendance area in which the poverty rate is not less than 40 percent.

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE
<p>Describe the process that Title I schools used to develop Schoolwide Plans. What was the timeline?</p> <p>Evidence may include the following:</p> <p><input type="checkbox"/> Agendas <input type="checkbox"/> Minutes of meetings</p> <p><input type="checkbox"/> Timeline <input type="checkbox"/> Newsletter</p> <p><input type="checkbox"/> Web Site <input type="checkbox"/> Other _____</p> <p>Who was involved in the development of the SW Plan?</p> <p>Evidence may include the following:</p> <p><input type="checkbox"/> Sign-in sheets <input type="checkbox"/> Other _____</p> <p><input type="checkbox"/> Membership list <input type="checkbox"/> Minutes of meetings</p> <p>How does the LEA ensure that all the required components are included in each schoolwide plan(s)?</p>	<p>(1114.1) I P O NA Schoolwide (SW) plan(s) were developed by a team over a 1 year period and made available to LEA, parents and the public.</p> <p>(1114.2) I P O NA SW plan(s) were developed with the involvement of all the following:</p> <p><input type="checkbox"/> LEA Administrators <input type="checkbox"/> Principal</p> <p><input type="checkbox"/> Parents <input type="checkbox"/> Community members</p> <p><input type="checkbox"/> Teachers <input type="checkbox"/> Staff</p> <p><input type="checkbox"/> Students (secondary school)</p> <p>(1114.3) I P O NA Each Schoolwide (SW) plan contains all required components:</p> <p><input type="checkbox"/> a comprehensive needs assessment for the entire school;</p> <p><input type="checkbox"/> a comprehensive plan for reforming the total instructional program;</p> <p><input type="checkbox"/> how the school ensures that instruction is provided by highly qualified (HQ) teachers and para-professionals</p> <p><input type="checkbox"/> a description of HQ professional development for all staff;</p> <p><input type="checkbox"/> how the school will attract HQ staff;</p> <p><input type="checkbox"/> how the school plans to increase parental involvement;</p> <p><input type="checkbox"/> how the school provides for transition from pre-school or other similar programs;</p> <p><input type="checkbox"/> how teachers will use assessment data to make instructional decisions;</p> <p><input type="checkbox"/> how students who are academically at-risk are served in a timely and effective manner; and</p> <p><input type="checkbox"/> how all programs are coordinated.</p>

Section 1114 – Schoolwide (SW) Programs continued

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE
Describe the process used in the evaluation of SW plans. How often are SW plans evaluated?	<p>(1114.4) I P O NA The evaluation of each Schoolwide plan was conducted by a planning team and included a review of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Progress towards goal of reform of instructional program <input type="checkbox"/> Needs assessment <input type="checkbox"/> Status of HQ teachers & para-professionals <input type="checkbox"/> Plan for attracting and retaining Highly Qualified staff <input type="checkbox"/> Effectiveness of HQ Professional Development <input type="checkbox"/> Effectiveness of increasing parental involvement <input type="checkbox"/> Evidence of transition from pre-school or other similar programs <input type="checkbox"/> Use of assessment data in making instructional decisions <input type="checkbox"/> Evidence of timely and effective service to academically at-risk students <input type="checkbox"/> Coordination of programs <input type="checkbox"/> Date of last evaluation _____
How does the school in consultation with the LEA provide and interpret individual student academic assessment results to parents?	<p>(1114.5) I P O NA The LEA assists schools in providing and interpreting individual student academic assessment results to parents in an understandable format by: <i>(check all that apply)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Translators <input type="checkbox"/> Letters <input type="checkbox"/> Parent/teacher conferences <input type="checkbox"/> Other _____

Comments:

SUMMARY OF COMPLIANCE	
Reviewers' Assessment:	
<input type="checkbox"/>	In Compliance
<input type="checkbox"/>	Partial Compliance – Compliance Activities
<input type="checkbox"/>	Non-compliance – Compliance Activities
<input type="checkbox"/>	Not applicable – no SW schools
<input type="checkbox"/>	Technical assistance required
<input type="checkbox"/>	Fiscal technical assistance required

Section 1115 – Targeted Assistance (TA) Schools

In all schools identified as TA schools an LEA must use Title I-A funds only for supplemental programs that provide services to eligible Title I students identified as having the greatest need for special assistance to meet the Arizona Academic Standards.

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE
<p>How are students identified to participate in Title I programs in targeted assistance schools?</p> <p>How does the LEA ensure that children who are economically disadvantaged, disabled, migrant and English Language Learners (ELL) are eligible for Title I services?</p>	<p>(1115.1) I P O NA The LEA has developed criteria for identifying children failing or most at risk of failing state academic standards.</p> <p><input type="checkbox"/> Roster of students receiving Title I services (rank order)</p> <p><input type="checkbox"/> Criteria for identification of eligible students that includes:</p> <p>2nd grade and below</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher recommendation <input type="checkbox"/> Parent request <input type="checkbox"/> Developmentally appropriate measures <p>3rd grade and above</p> <ul style="list-style-type: none"> <input type="checkbox"/> Multiple, educational related, objective criteria developed by the LEA and supplemented by the school <p>Eligible population for services also include</p> <ul style="list-style-type: none"> <input type="checkbox"/> Previous Head Start, Even Start, Early Reading 1st or Title I preschool participation <input type="checkbox"/> Economically disadvantaged <input type="checkbox"/> Children with disabilities <input type="checkbox"/> English Language Learners (ELL) <input type="checkbox"/> Homeless, N&D and Migrant <input type="checkbox"/> Students who are not at grade level <input type="checkbox"/> Children who are not older than 21

Section 1115 – Targeted Assistance (TA) Schools continued

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE
Describe how the Title I services are being provided in TA schools. (subjects/grades, before and after school programs, etc.)	<p>(1115.2) I P O NA The LEA has a supplemental Title I program in place.</p> <p><input type="checkbox"/> The Title I Targeted Assistance program includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The use of resources to help participating children meet the Arizona Academic Standards; <input type="checkbox"/> Planning for Title I students that is incorporated into existing school planning; <input type="checkbox"/> Effective methods and instructional strategies that are based on scientifically based research, providing extended learning time, providing an accelerated, high-quality curriculum, and minimizing time away from the regular school instruction; <input type="checkbox"/> Coordination with and support of the regular education program; <input type="checkbox"/> Instruction by highly qualified teachers and paraprofessionals; <input type="checkbox"/> Opportunities for professional development; <input type="checkbox"/> Strategies to increase parental involvement; <input type="checkbox"/> Coordination with other state and federal programs and <input type="checkbox"/> Ongoing review of the progress of participating children & revising the TA program if necessary.
How does the LEA ensure that Title I funds are not used to provide services that are required to be provided by special education, ELL migrant, N&D, regular education, etc.?	<p>(1115.3) I P O NA The LEA has procedures in place to ensure that Title I-A funds are not used to provide services that otherwise are required by law but are used to coordinate or supplement those services.</p>

Comments:

SUMMARY OF COMPLIANCE	
Reviewers' Assessment:	
<input type="checkbox"/> In Compliance	
<input type="checkbox"/> Partial Compliance – Compliance Activities	
<input type="checkbox"/> Non-compliance – Compliance Activities	
<input type="checkbox"/> Technical assistance required	
<input type="checkbox"/> Fiscal technical assistance required	
<input type="checkbox"/> Not applicable – no TA schools	

Section 1116 – Academic Assessment and School Improvement

LEAs shall identify for school improvement any school that fails to make adequate yearly progress, as defined by the ADE.

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE
<p>Does the LEA have Title I Schools identified for federal improvement?</p>	<p>(1116.1) I P O NA The LEA has identified Title I schools in School Improvement by year (warning, year 1, year 2, corrective action, planning to restructure, and restructuring implementation). <input type="checkbox"/> List of Title I schools identified by year</p>
<p>What evidence does the LEA have that each Title I school identified for federal school improvement notified and explained to parents the following:</p> <ul style="list-style-type: none"> • schools identified for improvement; • public choice options; and • supplemental educational services? 	<p>(1116.2) I P O NA LEA provided the ADE approved Parent Notification letter(s) that include the following required components in a format that is easily understood and in a timely manner (<i>no later than November</i>);</p> <ul style="list-style-type: none"> <input type="checkbox"/> an explanation of what the identification means <input type="checkbox"/> an explanation of how the school compares in terms of academic achievement to other elementary schools or secondary schools served by the LEA and the State Education Agency involved; <input type="checkbox"/> the reasons for the identification; <input type="checkbox"/> an explanation of what the school identified for school improvement is doing to address the problem of low achievement, attendance (K-8) and/or graduation (HS) rate; <input type="checkbox"/> an explanation of what the LEA or SEA is doing to help the school address the achievement problem; <input type="checkbox"/> an explanation of how the parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and <input type="checkbox"/> an explanation of the parents' option to transfer their child to another public school with transportation provided by the LEA or to obtain supplemental educational services for the child.

Section 1116 – Academic Assessment and School Improvement continued

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE
<p>What evidence does the LEA have that parents were provided public choice options and supplemental educational services (SES) from an ADE approved provider?</p> <p>Additional evidence may include the following:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> List of parents requesting a transfer to a school of choice </div> <div style="width: 50%;"> <input type="checkbox"/> List of parents declining a school transfer </div> <div style="width: 50%;"> <input type="checkbox"/> List of parents requesting SES </div> <div style="width: 50%;"> <input type="checkbox"/> List of parents declining SES </div> <div style="width: 100%;"> <input type="checkbox"/> PSC/SES budget set aside equal to 20% of Title I district allocation </div> </div> <p>Describe the timeline of each Title I school identified in school improvement in developing and/or revising their Arizona School Improvement Plan (ASIP).</p> <p>Evidence may include the following:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Agendas </div> <div style="width: 50%;"> <input type="checkbox"/> Minutes of meetings </div> <div style="width: 50%;"> <input type="checkbox"/> Sign-in sheets </div> <div style="width: 50%;"> <input type="checkbox"/> Other _____ </div> </div> <p>What process did the LEA use to review and approve Title I ASIP(s) to ensure that each ASIP included all the required components?</p> <p>Evidence may include the following:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Agendas </div> <div style="width: 50%;"> <input type="checkbox"/> Minutes of meetings </div> <div style="width: 50%;"> <input type="checkbox"/> Date of review </div> <div style="width: 50%;"> <input type="checkbox"/> Date of approval </div> <div style="width: 100%;"> <input type="checkbox"/> Sign-in sheets </div> <div style="width: 50%;"> <input type="checkbox"/> Other _____ </div> </div>	<p>(1116.3) I P O NA LEA provided public choice options and provided supplemental educational services (SES) options. Providing public choice options: <input type="checkbox"/> List of schools available for transfer Providing SES: <input type="checkbox"/> Rank order list of lowest income families <input type="checkbox"/> List of approved providers</p> <p>(1116.4) I P O NA Each Title I school developed or revised their ASIP within three months of being identified for school improvement; and in consultation with parents, school staff, the LEA, and outside experts.</p> <p>(1116.5) I P O NA The LEA promptly reviewed each Title I ASIP utilizing a peer review process and worked with schools as necessary to approve ASIP(s) within 45 days of receipt from the school.</p>

Section 1116 – Academic Assessment and School Improvement continued

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE
<p>Describe how the LEA provided technical assistance as the school(s) develop and implement the ASIP?</p> <p>Evidence may include the following:</p> <p><input type="checkbox"/> Spreadsheets <input type="checkbox"/> Data information</p> <p><input type="checkbox"/> Summary of data <input type="checkbox"/> Budget</p> <p><input type="checkbox"/> Other _____</p>	<p>(1116.6)</p> <p>I P O NA Each Title I ASIP includes the following required components:</p> <p><u>Phase I - Prepare</u></p> <p><input type="checkbox"/> Principal information</p> <p><input type="checkbox"/> Calculated staffing and HQ status</p> <p><u>Phase II - Review</u></p> <p><input type="checkbox"/> The school conducted needs assessment using the ADE <i>Standards and Rubrics for School Improvement</i> .</p> <p><u>Phase III - Plan</u></p> <p><input type="checkbox"/> The Action Plan for <u>each</u> goal includes each of the following components:</p> <ul style="list-style-type: none"> o SMART Goal o Supporting Data o Standardized Assessments o District/School Assessments o Intervention or Reform Model o Person(s) Accountable o Method to monitor/evaluate Intervention or Reform Model o Begin and end date o Resources need to implement strategies o Professional Development required to implement strategies <p>(1116.7)</p> <p>I P O NA The LEA provided technical assistance to each Title I school that included (a minimum of at least 1):</p> <p><input type="checkbox"/> Analyzing data from required assessments and other examples of student work</p> <p><input type="checkbox"/> Identifying and addressing problems in:</p> <ul style="list-style-type: none"> o Instruction o Implementing parent involvement requirements; and o professional development requirements. <p><input type="checkbox"/> Determining the responsibilities of the school and LEA to identify and address solutions to such problems.</p> <p><input type="checkbox"/> Analyzing and revising schools budget.</p>

Section 1116 – Academic Assessment and School Improvement continued

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE
<p>What evidence does the LEA have that each Title I ASIP(s) was implemented by the school?</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> School budget realigned to meet ASIP goals to make AYP; <input type="checkbox"/> School Title I funds includes not less than 10% of these funds for high-quality professional development; <input type="checkbox"/> A system of communication between the LEA and school principal in implementing intervention/reform model; <input type="checkbox"/> LEA representative to monitor ASIP implementation; <input type="checkbox"/> Timeline of professional development provided that affords increased opportunity for participating and/or contract with external provider(s); <input type="checkbox"/> Adoption of policies and practices by the LEA and/or school board concerning core academic subjects; <input type="checkbox"/> Ongoing district/school assessments; <input type="checkbox"/> Ongoing data analysis of district/school assessments; <input type="checkbox"/> Time and effort log/Stipends for before/after school tutoring; <input type="checkbox"/> Teacher mentor log; <input type="checkbox"/> Ongoing communication with parents regarding ASIP activities, curriculum design, parent workshops, student assessment. 	<p>(1116.8) I P O NA Each Title I ASIP was implemented.</p>

Comments:

SUMMARY OF COMPLIANCE
<p>Reviewers' Assessment:</p> <p><input type="checkbox"/> In Compliance</p> <p><input type="checkbox"/> Partial Compliance – Compliance Activities</p> <p><input type="checkbox"/> Non-compliance – Compliance Activities</p> <p><input type="checkbox"/> Technical assistance required</p> <p><input type="checkbox"/> Not applicable – no schools in school improvement</p>

Section 1118 –Title I Parental Involvement

LEA and each Title I school has a written Title I Parent Involvement Policy that was jointly developed with parents of Title I students and contains all the necessary requirements. Each Title I school also has a written Title I School-Parent Compact.

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE
<p><i>LEA Title I Parent Involvement Policy</i></p> <p>Explain how the LEA establishes their expectations for Parent Involvement</p>	<p>(1118.1)</p> <p>I P O NA The LEA's expectations are established and described in a Title I Parent Involvement Policy which contains all the required components.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Involves parents in the joint development of the plan and the process of school improvement <input type="checkbox"/> Provides necessary support and technical assistance to Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement <input type="checkbox"/> Build the schools' and parents' capacity for strong parent involvement (as described in 1118 (e)) <input type="checkbox"/> Coordinates and integrates parental involvement strategies with other programs such as Head Start, Reading First, Early Reading <input type="checkbox"/> Conducts with Title I parents annual evaluation of effectiveness of parental involvement policy in improving quality of schools served and to identify barriers, strengths/weakness of parental involvement programs
<p>How does the LEA conduct, with parents, an annual evaluation of the content and effectiveness of the parental involvement policy?</p> <p>Evidence may include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Surveys <input type="checkbox"/> Minutes from meetings <input type="checkbox"/> Annual reports <input type="checkbox"/> Other 	<p>(1118.2)</p> <p>I P O NA The LEA conducts an annual evaluation with parents of Title I students to determine the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Academic quality of Title I schools <input type="checkbox"/> Strategies to increase participation of parents who are: <ul style="list-style-type: none"> o economically disadvantaged, o disabled, o limited English proficient, or o of any racial or ethnic minority background

Section 1118 –Title I Parental Involvement continued

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE
<p>How does the LEA distribute a written LEA Title I Parent Involvement policy to parents?</p> <p>Evidence may include the following:</p> <p><input type="checkbox"/> Fliers <input type="checkbox"/> Handbook</p> <p><input type="checkbox"/> Newsletters <input type="checkbox"/> Other _____</p> <p>How does the LEA support and provide technical assistance to Title I schools in planning and implementing parent involvement activities</p> <p><i>Title I School Parent Involvement Policy</i></p> <p>How did each participating school develop its Title I School Parent Involvement Policy?</p> <p>Evidence may include the following:</p> <p><input type="checkbox"/> Agendas <input type="checkbox"/> Minutes of meetings</p> <p><input type="checkbox"/> Date of review <input type="checkbox"/> Date of approval</p> <p><input type="checkbox"/> Sign-in sheets <input type="checkbox"/> Other _____</p>	<p>(1118.3) I P O NA The LEA distributes a written Title I Parent Involvement policy to parents that is in a uniform format provided in a language parents can understand</p> <p><input type="checkbox"/> Method of distribution _____</p> <p>(1118.4) I P O NA The LEA provided assistance to Title I schools in planning and implementing parent involvement activities in the following ways:</p> <p><input type="checkbox"/> Staff Development</p> <p><input type="checkbox"/> Funding</p> <p><input type="checkbox"/> Implementation of parent involvement activities at LEA level</p> <p><input type="checkbox"/> Other _____</p> <p>(1118.5) I P O NA Each Title I school's Parent Involvement Policy was developed with parents of Title I students and contains all the required components.</p> <p><input type="checkbox"/> Parents encouraged and invited to attend annual meetings</p> <p><input type="checkbox"/> Flexible meeting times (i.e.; a.m.; p.m.; Saturday)</p> <p><input type="checkbox"/> Parental rights to be involved in Title I decision making and policy development</p> <p><input type="checkbox"/> Parents involved in planning, review and improvement of the Title I Parent Involvement Policy in a timely fashion</p> <p><input type="checkbox"/> Opportunities for equal access for parents who are ELL, migrant, homeless or disabled, in a language they can understand</p> <p><input type="checkbox"/> Parents involved in the joint development of Schoolwide plan (when applicable) and a rebuttal process</p> <p><input type="checkbox"/> Information provided to parents in a uniform format, and in a language parents can understand and disseminated in a timely manner</p> <p><input type="checkbox"/> Opportunities for additional meetings if requested by parents</p> <p><input type="checkbox"/> Strategies for building parental involvement</p> <p><input type="checkbox"/> Parents involved in the development and review of the School-Parent Compact stating shared responsibilities for student academic achievement</p>

Section 1118 –Title I Parental Involvement continued

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE
<p>How does the LEA ensure shared responsibility for high student academic achievement?</p>	<p>(1118.6) I P O NA Each Title I School's Parent Involvement Policy contains its School-Parent Compact that was developed with parents of Title I students and contains all the required components.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Entire school's responsibility to provide high quality curriculum and instruction <input type="checkbox"/> Parent' responsibility for supporting their child's learning (i.e. attendance, homework, TV, volunteering, participation in decision making) <input type="checkbox"/> Student responsibility (optional) <input type="checkbox"/> Process of on-going communication with teachers and parents to discuss compact relating to student achievement through: <ul style="list-style-type: none"> ■ conferences, ■ frequent reports, and ■ classroom visits and observations ■ reasonable access to staff ■ Developed with parents of Title I students
<p>Describe the process used in reviewing of the Title I School-Parent Compact.</p> <p>Evidence may include the following:</p> <p><input type="checkbox"/> Agendas <input type="checkbox"/> Progress Reports</p> <p><input type="checkbox"/> Compacts <input type="checkbox"/> Other _____</p>	<p>(1118.7) I P O NA The teacher reviews the School-Parent Compact with parents of Title I students as it relates to individual student's achievement (at elementary schools):</p> <p><input type="checkbox"/> Annually <input type="checkbox"/> Parent/Teacher Conference</p>
<p>How does each Title I school distribute its written Title I Parent Involvement policy to parents?</p> <p>Evidence may include the following:</p> <p><input type="checkbox"/> Fliers <input type="checkbox"/> Handbook</p> <p><input type="checkbox"/> Newsletters <input type="checkbox"/> Other _____</p>	<p>(1118.8) I P O NA Each Title I school distributes a written Title I Parent Involvement policy to parents that is in a uniform format provided in a language parents can understand.</p> <p><input type="checkbox"/> Method of distribution _____</p>

Section 1118 – Title I Parental Involvement continued

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE								
Describe how each Title I school notifies parents of the annual meeting. What information is provided to parents at the annual meeting?	<p>(1118.9) I P O NA Each Title I school conducts an annual meeting with parents of children participating in Title I programs.</p> <p><input type="checkbox"/> Notification of meeting</p> <p><input type="checkbox"/> Agenda must include the following:</p> <table border="0"> <tr> <td>■ Information about Title I</td><td>■ Requirements of Title I</td></tr> <tr> <td>■ Rights of parents to be involved</td><td>■ Curriculum</td></tr> <tr> <td>■ Eligibility</td><td>■ Academic assessments to measure student progress</td></tr> </table> <p>Additional evidence may include the following:</p> <table border="0"> <tr> <td><input type="checkbox"/> Minutes of meetings</td><td><input type="checkbox"/> Sign-in sheets</td></tr> </table>	■ Information about Title I	■ Requirements of Title I	■ Rights of parents to be involved	■ Curriculum	■ Eligibility	■ Academic assessments to measure student progress	<input type="checkbox"/> Minutes of meetings	<input type="checkbox"/> Sign-in sheets
■ Information about Title I	■ Requirements of Title I								
■ Rights of parents to be involved	■ Curriculum								
■ Eligibility	■ Academic assessments to measure student progress								
<input type="checkbox"/> Minutes of meetings	<input type="checkbox"/> Sign-in sheets								

Comments:

SUMMARY OF COMPLIANCE
Reviewers' Assessment: <input type="checkbox"/> In Compliance <input type="checkbox"/> Partial Compliance – Compliance Activities <input type="checkbox"/> Non-compliance – Compliance Activities <input type="checkbox"/> Technical assistance required

Sections 1111; 1119 and AAC R7-2-608J

Qualifications for Teachers and Paraprofessionals Title I Provisions

The LEA ensures that all teachers and instructional paraprofessionals are Highly Qualified (HQ)

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE
<p>What evidence do you have that your teachers are Highly Qualified? What is being done for those who are not?</p> <p>Core Academic Subjects:</p> <p><input type="checkbox"/> English, Reading or Language Arts</p> <p><input type="checkbox"/> Math <input type="checkbox"/> Science</p> <p><input type="checkbox"/> Foreign languages <input type="checkbox"/> Civics and Government</p> <p><input type="checkbox"/> Economics <input type="checkbox"/> Visual Arts or Music</p> <p><input type="checkbox"/> History <input type="checkbox"/> Geography</p> <p>What evidence does the LEA have that that each teacher's actual teaching assignment matches the teacher's area of certification?</p> <p>What evidence does the LEA have that all federally funded instructional paraprofessionals are Highly Qualified? What is being done for those who are not?</p>	<p>(1119.1.a) I P O NA All teachers are highly qualified</p> <p><input type="checkbox"/> Principals' verification of compliance</p> <p><input type="checkbox"/> Teacher credentials</p> <p><input type="checkbox"/> HOUSSE Rubric, supporting documents</p> <p><input type="checkbox"/> List of core academic teachers with assigned positions</p> <p>(1119.1.b) I P O NA If not, there is a plan in place to get teachers highly qualified.</p> <p><input type="checkbox"/> Teacher Plan for becoming HQ</p> <p><input type="checkbox"/> School Plan for Teachers becoming HQ</p> <p>(AAC R7-2-608J.a) I P O NA All teachers are teaching in the area approved on their certificate.</p> <p><input type="checkbox"/> Teacher credentials</p> <p>(AAC R7-2-608J.b) I P O NA If not, there is a plan in place to get teachers appropriately certified.</p> <p><input type="checkbox"/> Teacher Plan for becoming appropriately certified</p> <p><input type="checkbox"/> School Plan for Teachers becoming appropriately certified</p> <p>(1119.2.a) I P O NA All instructional paraprofessionals are highly qualified.</p> <p><input type="checkbox"/> Principals' verification of compliance</p> <p><input type="checkbox"/> Paraprofessional credentials</p> <p>(1119.2.b) I P O NA If not, there is a plan in place to get instructional paraprofessionals highly qualified.</p> <p><input type="checkbox"/> Paraprofessional Plan for becoming HQ</p> <p><input type="checkbox"/> School Plan for Paraprofessionals becoming HQ</p>

Sections 1111; 1119 and AAC R7-2-608J

Qualifications for Teachers and Paraprofessionals Title I Provisions continued

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE
Describe how and when the LEA and its schools notify parents of their “Right to Know” [Section 1111 (h) (6)].	<p>(1111.1) I P O NA LEA / schools provided parents “Right to Know” notice in a timely manner.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parents’ Right to Know notice <ul style="list-style-type: none"> <input type="checkbox"/> Qualifications of teacher and para-professionals <input type="checkbox"/> Child’s level of achievement data <input type="checkbox"/> Taught by a non HQ teacher for 4 weeks or more <input type="checkbox"/> Date Parents’ Right to Know notice distributed <input type="checkbox"/> Method of distribution <input type="checkbox"/> Understandable format
How does the LEA ensure that schools notify parents that a teacher who has taught their child for 4 or more weeks is not Highly Qualified?	<p>(1111.2) I P O NA LEA /schools notified parents that a teacher who is not highly qualified has taught their child for more than 4 weeks in a format parents can understand.</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4 week notice to parents <input type="checkbox"/> Date Non-Highly Qualified teacher notice distributed <input type="checkbox"/> Method of distribution

Comments:

SUMMARY OF COMPLIANCE	
Reviewers' Assessment:	
<input type="checkbox"/> In Compliance	
<input type="checkbox"/> Partial Compliance – Compliance Activities	
<input type="checkbox"/> Non-compliance – Compliance Activities	
<input type="checkbox"/> Technical assistance required	
<input type="checkbox"/> Title II Attention needed	

SECTIONS 1120, 5142, and 9501 – Participation of Children Enrolled in Private Schools

After timely and meaningful consultation with appropriate Private School officials the LEA will upon request, provide services to eligible students enrolled in private schools and their parents and teachers.

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE
<p>How does the LEA annually locate and notify non-profit private schools of available services?</p>	<p>(1120.1) I P O NA The LEA has procedures in place to annually locate and notify non-profit private school officials of available services.</p> <p><input type="checkbox"/> List of non-profit private schools with LEA boundary</p> <p>Additional evidence may include the following:</p> <p><input type="checkbox"/> Written correspondence</p> <p><input type="checkbox"/> Phone logs</p> <p><input type="checkbox"/> Other _____</p>
<p>How does the LEA determine what Title I services will be provided to eligible private school students, their parents and teachers.</p>	<p>(1120.2) I P O NA The LEA has notified non-profit private school officials of available services.</p> <p><input type="checkbox"/> FY 2007 Affirmation of Consultation forms submitted to SEA</p> <p><input type="checkbox"/> No non-profit Private Schools</p> <p><input type="checkbox"/> # ____ of Private Schools – no response</p> <p><input type="checkbox"/> # ____ Private Schools – decline services</p> <p><input type="checkbox"/> # ____ Private Schools – accept services</p> <p><u>If services are accepted</u></p> <p>(1120.3) I P O NA The LEA has procedures in place to annually collaborate with private school officials during the design and development of programs that meet the needs of the following:</p> <p><input type="checkbox"/> Eligible private school students</p> <p><input type="checkbox"/> Eligible private school parents</p> <p><input type="checkbox"/> Eligible private school teachers</p>

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE
<p>What topics were discussed during consultation?</p> <p>Evidence may include the following:</p> <p><input type="checkbox"/> Meeting minutes <input type="checkbox"/> Charts</p> <p><input type="checkbox"/> Agendas of meetings <input type="checkbox"/> Other_____</p>	<p>(1120.4) (9501)</p> <p>I P O NA Consultation with private school officials included the following:</p> <p><input type="checkbox"/> Identification of children’s needs <input type="checkbox"/> Comparable methods used to determine the poverty level at the participating private schools and the LEA</p> <p><input type="checkbox"/> Services to be offered <input type="checkbox"/> Size and scope of equitable services to be provided</p> <p><input type="checkbox"/> How, where, and by whom services will be provided <input type="checkbox"/> How and when decision made about delivery of services</p> <p><input type="checkbox"/> How services will be academically assessed and the assessment results used to improve services <input type="checkbox"/> How the LEA provided written analysis if there was a disagreement</p>
<p>How frequently does the LEA meet with private school officials throughout the school year?</p> <p>Evidence may include the following:</p> <p><input type="checkbox"/> Meeting minutes <input type="checkbox"/> Agendas of meetings</p> <p><input type="checkbox"/> Other_____</p>	<p>(1120.5) (9501)</p> <p>I P O NA Consultation with private school officials continues throughout implementation and assessment of services.</p>

SUMMARY OF COMPLIANCE	
Reviewers' Assessment:	
<input type="checkbox"/>	In Compliance
<input type="checkbox"/>	Partial Compliance – Compliance Activities
<input type="checkbox"/>	Non-compliance – Compliance Activities
<input type="checkbox"/>	Technical assistance required
<input type="checkbox"/>	Not Applicable – Charter school
<input type="checkbox"/>	No Private Schools – However FY 2007
Affirmation of Consultation form submitted to SEA stating no private schools within LEA's boundaries.	

Sections 2121, 2122, 2123 and 2414 – Professional Development Program and Class-Size Reduction

The LEA has completed an assessment of the local needs for professional development activities.

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE
<p>What steps does the LEA follow to ensure the professional development needs are identified and met through activities being funded in whole, or in part, by Title II-A?</p>	<p>(2122.1) I P O NA The LEA conducted a comprehensive needs assessment for professional development that included the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student achievement data <input type="checkbox"/> Highly qualified staff data <input type="checkbox"/> Information from parents <input type="checkbox"/> Technology needs <input type="checkbox"/> Information from Teachers <input type="checkbox"/> Information from Principals <input type="checkbox"/> Information from the LEA <input type="checkbox"/> Information from the school staff
<p>What are the results of the needs assessment?</p>	<p>(2122.2 & 2101) I P O NA Comprehensive needs assessments indicates the following needs:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teachers need to become highly qualified <input type="checkbox"/> Principal instructional leadership <input type="checkbox"/> Subject knowledge <input type="checkbox"/> Teaching skills <input type="checkbox"/> Technology (Title II-D funds if applicable)
<p>Using a comprehensive needs assessment, how does the LEA target Title II-A funding to:</p> <ol style="list-style-type: none"> a. schools with lowest proportion of HQ teachers b. schools identified for school improvement c. schools with the largest average class size 	<p>(2123.1) I P O NA The LEA has aligned the distribution of Title II-A funds with prioritized needs assessment towards:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assisting teachers become highly qualified <input type="checkbox"/> Schools identified for school improvement <input type="checkbox"/> Schools with the largest average class size <input type="checkbox"/> Other _____

Sections 2121, 2122, 2123 and 2414 – Professional Development Program and Class-Size Reduction

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE
<p>How do the professional development activities give teachers the means (including subject knowledge and teaching skills) to help students meet the Arizona Academic Standards?</p> <p>How are principals being given instructional leadership skills to assist teachers in helping students meet the Arizona Academic Standards?</p> <p>How does the LEA provide professional development in technology?</p> <p>Evidence may include the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written professional development plan, relevant sections of a Schoolwide or School Improvement Plan <input type="checkbox"/> Calendar of PD activities <input type="checkbox"/> Attendance records <input type="checkbox"/> Other _____ 	<p>(2122.3) I P O NA The LEA has a professional development plan.</p>

Comments:

SUMMARY OF COMPLIANCE

Reviewers' Assessment:

- ☐ In Compliance
- ☐ Partial Compliance – Compliance Activities
- ☐ Non-compliance – Compliance Activities
- ☐ Technical assistance required

Sections 5101 - 5133 – TITLE V-A – Innovative Programs

The LEA has targeted the use of funds for innovative assistance programs as determined by a needs assessment.

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE
<p>How does the LEA determine Title V-A supplemental activities?</p> <p>What program(s) is(are) supported by these activities?</p> <p>Describe how the LEA programs supported by these activities...</p> <ul style="list-style-type: none"> • promote challenging academic achievement standards; • improve academic achievement; and • are part of an overall education reform strategy? <p>Does the evaluation of the Title V-A program include the following:</p> <ul style="list-style-type: none"> • a provision for annual review; • the use of results of the annual review to make program revisions; • a description of whether student achievement was improved by the use of Title V-A funds; and • a summary of data on use of funds, types of services provided, and numbers of students served (as found in the Consolidated State Performance report) 	<p>(5133.1) I P O NA The LEA aligned the Title V-A supplemental program with the needs assessment.</p> <p>(5133.2) I P O NA The LEA programs supported by these activities...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Promote challenging academic achievement standards <input type="checkbox"/> Improve academic achievement <input type="checkbox"/> Include an overall education reform strategy <p>(5133.3) I P O NA The evaluation of the Title V-A program conducted by the LEA contained all of the following required components:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conducted annually <input type="checkbox"/> Used results for program revisions <input type="checkbox"/> Indicated whether student achievement increased <input type="checkbox"/> Summarized data on use of funds, types of services provided, and numbers of students served

Comments:

SUMMARY OF COMPLIANCE

Reviewers' Assessment:

- ☐ In Compliance
- ☐ Partial Compliance – Compliance Activities
- ☐ Non-compliance – Compliance Activities
- ☐ Technical assistance required

Title X, Part C. Section 722 – Homeless Children and Youth (HCY)

The LEA has developed a policy and procedures for identifying, admitting, and serving homeless students.

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE
Summarize the components of the LEAs' Homeless Education Policy.	<p>(X-722.1) I P O NA The LEA Homeless Policy and written procedures ensures:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Barriers to the enrollment and retention of homeless children and youth (HCY) are removed so that students are immediately enrolled in school. <ul style="list-style-type: none"> • Barriers include: transportation, immunization, residency, birth certificates, school records, other documentation and guardianship. <input type="checkbox"/> Homeless students are not stigmatized or segregated on the basis of their status as homeless. <input type="checkbox"/> Transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison) to and from the school of origin.
Describe the LEAs Dispute Resolution process?	<p>(X-722.2) I P O NA The LEA Dispute Resolution Process contains all the required components:</p> <ul style="list-style-type: none"> <input type="checkbox"/> HCY are enrolled in school of choice until Dispute is settled. <input type="checkbox"/> LEA delivers a decision in writing. <input type="checkbox"/> Parents of HCY are notified of their right to appeal to the State-level.
Describe the services that are available for HCY.	<p>(X-722.3) I P O NA The LEA provides services for HCY.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Free Breakfast & Lunch (National School Lunch Program Participants) <input type="checkbox"/> Title I Services <input type="checkbox"/> Referrals to local preschool programs for siblings <input type="checkbox"/> Referrals to medical, dental, and mental health providers <input type="checkbox"/> Transportation provided to/from School of Origin <input type="checkbox"/> Other_____

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE
<p>Who is the designated Homeless Education Liaison and what are their duties?</p> <p>Evidence may include the following:</p> <p><input type="checkbox"/> Meeting minutes <input type="checkbox"/> Agendas <input type="checkbox"/> Sign-in sheets</p> <p><input type="checkbox"/> E-mails <input type="checkbox"/> Other _____</p>	<p>(X-722.4)</p> <p>I P O NA The LEA/Homeless Liaison ensures that:</p> <p><input type="checkbox"/> HCY are identified</p> <p><input type="checkbox"/> HCY are enrolled in school</p> <p><input type="checkbox"/> HCY receive educational services</p> <p><input type="checkbox"/> Parents and guardians are informed of educational and related opportunities available to their children</p> <p><input type="checkbox"/> Enrollment disputes are mediate in accordance with the law</p> <p><input type="checkbox"/> Parents of HCY are fully informed of transportation services</p> <p><input type="checkbox"/> All staff are trained regarding homelessness</p>
<p>Describe how and when parents are provided public notice of the rights of HCY within the schools? <i>(required for all LEAs)</i></p> <p>Within the community? <i>(not required for charters)</i></p> <p>Evidence of dissemination may include the following:</p> <p><input type="checkbox"/> Brochures <input type="checkbox"/> Website <input type="checkbox"/> Poster</p> <p><input type="checkbox"/> Enrollment form <input type="checkbox"/> Fliers <input type="checkbox"/> Handbook</p> <p><input type="checkbox"/> Other _____</p>	<p>(X-722.5)</p> <p>I P O NA The LEA and the Homeless Liaison ensures that the Public Notice of the rights of HCY are disseminated. <i>(Mark all that apply)</i></p> <p><input type="checkbox"/> At school sites <input type="checkbox"/> In the community <input type="checkbox"/> Post Office</p> <p><input type="checkbox"/> Public Libraries <input type="checkbox"/> Soup Kitchens</p> <p><input type="checkbox"/> Other _____</p>

SUMMARY OF COMPLIANCE	
Reviewers' Assessment:	
<input type="checkbox"/> In Compliance	
<input type="checkbox"/> Partial Compliance – Compliance Activities	
<input type="checkbox"/> Non-compliance – Compliance Activities	
<input type="checkbox"/> Technical assistance required	

SECTIONS 1113, 1120A, 1304(c)(2), AND 9521 – FISCAL REQUIREMENTS - NCLB PROGRAMS IN CONSOLIDATED PLAN

The LEA ensures compliance with the fiscal requirements of maintenance of effort; comparability of services; and federal funds to supplement, not supplant, non-federal funds. *Evidence of suggested documentation would meet program compliance. Program monitors are not responsible for verifying the accuracy of evidence that is generally reviewed by state and/or local auditors.*

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE						
<p>How does the LEA identify and rank order Title I schools?</p>	<p>(1113.1) I P O NA Indicate the method selected for determining poverty for schools:</p> <p style="padding-left: 40px;"> <input type="checkbox"/> Free and Reduced Lunch Program <input type="checkbox"/> Census Data <input type="checkbox"/> Temporary Assistance for Needy Families (TANF) <input type="checkbox"/> Medicaid - Arizona Health Care Cost Containment System (AHCCCS) <input type="checkbox"/> Provisional Statement </p> <p><input type="checkbox"/> Free & Reduced Lunch and TANF forms contain the following information:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><input type="checkbox"/> Date</td> <td style="width: 50%;"><input type="checkbox"/> Student Name</td> </tr> <tr> <td><input type="checkbox"/> Income</td> <td><input type="checkbox"/> # of family members</td> </tr> <tr> <td><input type="checkbox"/> Determination status</td> <td><input type="checkbox"/> Signatures</td> </tr> </table>	<input type="checkbox"/> Date	<input type="checkbox"/> Student Name	<input type="checkbox"/> Income	<input type="checkbox"/> # of family members	<input type="checkbox"/> Determination status	<input type="checkbox"/> Signatures
<input type="checkbox"/> Date	<input type="checkbox"/> Student Name						
<input type="checkbox"/> Income	<input type="checkbox"/> # of family members						
<input type="checkbox"/> Determination status	<input type="checkbox"/> Signatures						
<p>Did your LEA receive a letter indicating that your LEA had failed to maintain effort? If so, was a response filed?</p>	<p>(9521.1) I P O NA The LEA responded in a timely manner to a failure to maintain effort finding.</p>						
<p>Describe the LEA procedures to meet Maintenance of Effort?</p> <p><u>Maintenance of Effort Criteria</u> A local educational agency may receive funds under a covered program for any fiscal year only if the State educational agency (SEA) finds that either the combined fiscal effort per student or the aggregate expenditures of the LEA and the State with respect to the provision of free public education by the agency for the preceding fiscal year was not less than 90% of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year.</p>	<p>(9521.2) I P O NA The LEA has written procedures in place to annually meet the maintenance of effort requirement.</p>						

SECTIONS 1113, 1120A, 1304(c)(2), AND 9521
FISCAL REQUIREMENTS - NCLB PROGRAMS IN CONSOLIDATED PLAN continued

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE
<p>How did the LEA target Title I-A, II-A and V-A funds?</p> <p>Targeted Assistance Programs*: How do you track expenses and equipment purchased with federal funds and ensure that they are used for the appropriate program purpose? For example, if Title I has purchased computers or other equipment, is its use limited to the Title I program (either at the schools or for administrators)?</p> <p>Schoolwide Programs*: How does each schoolwide school track and monitor their schoolwide expenditures?</p> <p>*Note: Parents shall be involved in decisions regarding how funds are allotted for parent involvement activities.</p> <p>Evidence for (1120A.1, 1120.2 and 1120.3) may include the following:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Invoices </div> <div style="width: 50%;"> <input type="checkbox"/> Purchase requisitions </div> <div style="width: 50%;"> <input type="checkbox"/> Ledgers </div> <div style="width: 50%;"> <input type="checkbox"/> Expense records </div> <div style="width: 50%;"> <input type="checkbox"/> Budgets </div> <div style="width: 50%;"> <input type="checkbox"/> Inventory Lists including: <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <input type="checkbox"/> Description </div> <div style="width: 50%;"> <input type="checkbox"/> Serial # or other ID# </div> <div style="width: 50%;"> <input type="checkbox"/> Title holder </div> <div style="width: 50%;"> <input type="checkbox"/> Acquisition date </div> <div style="width: 50%;"> <input type="checkbox"/> Cost </div> <div style="width: 50%;"> <input type="checkbox"/> Location of item </div> <div style="width: 50%;"> <input type="checkbox"/> Percent of Federal participation in the cost of the property </div> <div style="width: 50%;"> <input type="checkbox"/> Use and condition of item </div> <div style="width: 50%;"> <input type="checkbox"/> Any ultimate disposition data including date of disposal and sale price of the item. </div> </div> </div> </div>	<p>(1120A.1) I P O NA The LEAs fiscal application and use of Title I-A funds aligns with the LEA Final Consolidated Plan.</p> <p>(1120A.2) I P O NA The LEAs fiscal application and use of Title II-A funds aligns with the LEA Final Consolidated Plan.</p> <div style="margin-left: 20px;"> <input type="checkbox"/> Highly Qualified <input type="checkbox"/> School Improvement <input type="checkbox"/> Class size reduction </div> <p>(1120A.3) I P O NA The LEAs fiscal application and use of Title V-A funds aligns with the LEA Final Consolidated Plan.</p>

SECTIONS 1113, 1120A, 1304(c)(2), AND 9521
FISCAL REQUIREMENTS - NCLB PROGRAMS IN CONSOLIDATED PLAN continued

ISSUES FOR DISCUSSION	COMPLIANCE RESPONSE
<p>What procedures does the LEA have in place to determine that the NCLB funds supplement the regular education program?</p> <p>Evidence may include the following: For LEAs that have class-size reduction staff paid from Title II-A.</p> <ul style="list-style-type: none"> <input type="checkbox"/> A list of class-size reduction FTEs and when established. <input type="checkbox"/> A list of names, positions and of time in position of all such teachers. <input type="checkbox"/> Documentation showing teacher(s) in these positions have been paid continuously with federal funds (budgets showing salaries by project). <p>Was comparability tested and documented for the current or immediate past fiscal year?</p> <p><u>Comparability of Services Criteria</u> A local educational agency may receive funds only if State and local funds will be used in schools served under this part to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving funds under this part. If the LEA/District is serving all schools under this part, funds may be received under this part only if the LEA/District will use State and local funds to provide services that, taken as a whole, are substantially comparable in each school.</p>	<p>(1120A.4 and 1304c2) I P O NA The LEA has written procedures in place to ensure that NCLB funds are used in a supplemental manner.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Written procedures for supplement vs. supplant <p>(1120A.5) I P O NA The LEA has written procedures in place to annually meet the comparability of services requirement and to notify ADE of compliance every two years.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Completed comparability worksheets <input type="checkbox"/> Copy of Assurance

Comments:

SUMMARY OF COMPLIANCE
Reviewers' Assessment: <input type="checkbox"/> In Compliance <input type="checkbox"/> Partial Compliance – Compliance Activities <input type="checkbox"/> Non-compliance – Compliance Activities <input type="checkbox"/> Technical assistance required

ON-SITE REVIEW COMPLIANCE ACTIVITIES WORKSHEET**LEA:****DATE:****FOR EACH ITEM TO BE COMPLETED, INCLUDE TITLE AND NUMBER OF SECTION(S) FROM ON-SITE PROTOCOL:**

ITEM TO BE COMPLETED	WHAT AND HOW (Use action verbs like develop, disseminate or train)	Person Responsible	LEA acknowledge	Completion Date	ADE ONLY